



# **Youth Jobs 02 (YJ02) Supervisor Orientation**



**RIGHT  
TRACK**

SAINT PAUL. YOUTH JOBS.



# **AGENDA**

- I. Overview: Right Track – Youth Jobs 02 (YJ02)**
- II. The Staff – Who We Are**
- III. Who We Serve and Why**
- IV. YJ02 Skills Training**
- V. Feedback and Evaluation**
- VI. Expectations for Supervisors**
- VII. Promising Practices for Supervising Youth**



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YOUTH JOBS

01



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02



**RIGHT  
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YOUTH JOBS

PRO

Career Development Pipeline

# Key Dates for Summer 2015

DATE	MILESTONE
June 11-12	Intern orientation with Right Track staff
Week of June 15-19	<ul style="list-style-type: none"><li>- Official first week of internships</li><li>- First week of professional development</li></ul>
Week of July 6-10 (Week 4)	Midpoint review – student assignment
July 14	College fair for Right Track interns
Week of July 20-23 (Week 6)	Final week of professional development
Week of August 3-7	Final week of internship (for most); final performance review for intern
August 12	End-of-summer celebration



## **Who We Serve**

- Youth living in Saint Paul
- Youth aged 14-21 years old
- Youth with barriers to employment, especially youth of color, immigrant youth, and youth from low-income families



# Why We Serve These Populations

- 77.54% of students in the Saint Paul Public Schools are students of color. SPPS is the largest school district in Minnesota.
- In 2013, only 52% of Native students and 69% of Hispanic and African American students in SPPS graduated in 4 years, compared to 84% of Caucasian students.
- Among SPPS graduates in 2013, 72% of Caucasian students enrolled in college, compared to 59% of African Americans, 58% of Native and Asian American students, and 49% of Hispanic students.
- Georgetown Center for Education and the Workforce estimates that by 2020 (in 5 years), 74% of the jobs in Minnesota will require at least some postsecondary education. Only Washington D.C. ranks higher.



# **Why We Serve These Populations**

The economic future of the City of Saint Paul and the State of Minnesota depends on how committed we are, as a community, to cultivating the talents of all students, including our students of color and low-income students.

# YJ02 Skills Training

## Social-Cognitive Skills

- Social awareness
- A personal mindset that supports independent learning and task management
- Interpersonal communication in a professional environment
- Planning for success

## Technical Skills

- Keyboarding
- Basic Word and Excel
- Managing an online calendar
- Using a photocopier and scanner
- Paper filing
- Customer service, answering phones
- Note-taking
- Basics of data entry
- Basics of online research



# Why Social-Cognitive Skills?

**“Career-navigation skills and characteristics — e.g., networking, teamwork, flexibility, passion for life-long learning — are often the differentiators between career success and failure. This is a challenge for entry-level workers who have some technical skills but may lack access to opportunities for developing career navigation skills.”**

1. Career navigation is learned. Navigation appears to be most frequently developed through exposure, experience, and rich informal networks of successful career navigators, such as family, friends, and co-workers, whom are more prevalent in higher socio-economic communities.
2. Career navigation is not formally taught. Public schools, colleges, and other training providers rarely offer formal career-navigation skills training, opting instead for more technical or academic approaches.
3. The lack of emphasis on career navigation in public workforce and education programs contributes to growing inequality and lack of mobility.
4. Creating models for students and job seekers to develop career-navigation skills aligns closely with career success.

*From: Bridge to Career Success! A study of career mobility and advancement in the information and communication technologies workforce! April 2014.*

*(<http://files.novaworks.org/Documents/Reports/BridgeReport-2014.pdf>)*

# Evaluating Performance

- MHA Labs' 21<sup>st</sup>-Century Skills is our framework
- We are focused on specific skills within the framework, especially personal mindset, social awareness, interpersonal communication, and planning for success.
- You can provide:
  - Assessment
    - Mid-term review (one strength, one area for growth)
    - Ongoing feedback at check-ins or in response to specific circumstances
  - Evaluation
    - Performance review



## The Six Skill Building Blocks



PERSONAL MINDSET



PLANNING FOR SUCCESS



SOCIAL AWARENESS



VERBAL COMMUNICATION



COLLABORATION



PROBLEM SOLVING

### CULTURAL NORMS THAT ARE NOT UNIVERSAL SKILLS

Initiative

Self Awareness

Self Image

Self Efficacy

Integrity

Leadership

Trustworthy

Responsible

Respectful

Ethical

Active Listening

Oratory/Articulation

Appearance

Healthy Relationships

Sharing Emotions



## **YJ02 Performance Review**

- Focused on the skills we cultivate in training.
- Takes 10-15 minutes. 17 multiple choice and 2 short-answer questions.
- 3 Sections:
  - Personal Mindset & Social Awareness
  - Interpersonal Communication & Planning for Success
  - Overall Performance
- If your feedback doesn't relate to the YJ02 focus areas, don't worry! There are spaces for additional comments.



# Small Group Discussion

- Think about a time early in your career when you made a mistake (big or small).
  - How did you handle it?
  - How did your supervisor and/or colleagues handle it?
  - Is there anything you wish had gone differently after you made that mistake?
- What is one thing you understand now that you wish you had understood when you were 16 or 17?
- What is one time someone you know made you feel good about yourself?



# Feedback Components

## FRAMEWORK

At/When \_\_\_\_\_  
(context)

My expectation was \_\_\_\_\_  
(expectation)

I noticed you \_\_\_\_\_  
(evidence)

What happened there? / Why did you \_\_\_\_?  
(question)

That was \_\_\_\_\_  
(feedback)

Next time try \_\_\_\_\_  
(suggestion)

## Feedback Is .....

- Goal Referenced (Expectations)
- Tangible & Transparent
- Actionable
- User-Friendly
- Timely
- Ongoing
- Consistent

## Feedback Is Not.....

- Advice
- Praise
- Evaluation
- Grades
- Judgement



## **Expectations for Supervisors**

- Manage intern onboarding (payroll, expectation-setting, introductions to their colleagues).
- Provide a mid-term and final performance review.
- Monitor student work and performance.
- Communicate with your Right Track job coach if there are issues with work performance.
- Support intern “at-work” assignments (ex. taking notes, scheduling the mid-term and final performance review, interviewing a colleague).



# DO:

- Show that you care.
- Think about specific projects/tasks in advance.
- Set up weekly check-ins (10-20 minutes).
- Help interns prioritize their work.
- Notice the things that go well!
- When giving feedback, ask yourself:
  - Have I asked good questions?
  - Do I have specific examples to support my feedback?
  - Have I been explicit about the improvement I expect to see?
  - Do I expect immediate change or progress over time?
  - Have I documented the feedback?





# **DON'T:**

- Assume.
- Hint.
- Provide vague timelines (ex. “Whenever you can get to it,” “If you have time today.”)
- Wait for a crisis to provide feedback.
- Lower or modify expectations without engaging the student to find a solution.
- Expect students to show progress every day.
- Expect students to improve more than 1-2 things at one time.



# **We Are Here to Support You!**

## **Job Coaches:**

Kristen Anderson, Matthew Fenske, Monica Herbst

## **Right Track Program Manager (YJ02):**

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